

# BULLETIN OF THE ILLINOIS GEOGRAPHICAL SOCIETY

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Robert Gabler, Editor

Macomb, Illinois

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Publication  
THE BULLETIN OF THE  
ILLINOIS GEOGRAPHICAL SOCIETY

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Macomb, Illinois

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## From the President

The Illinois Geographical Society for the past year has been engaged in a great variety of committee work on the state level. It has been, for the most part, slow tedious and unexciting. It has, however, laid the foundations for results which can be extremely important and exciting for the future of geography in the State of Illinois.

The I.G.S. has been ably represented on the Illinois Curriculum Council by Reece Jones. Through his efforts, the values of geography in the education program of the state have been made known to the top echelon of curriculum planners. Dalais Price has spent the past two years working as the I.G.S. representative on a committee writing a curriculum guide for social studies in the Elementary Schools.

Mildred Finney, Bob Gabler, Leonard Hodgman, Nelson Kias, Gerald Mathis, Martin Reinemann, Clarence Sorensen and myself, along with others outside the I.G.S. have been engaged in writing an Earth Science and World Geography Bulletin for the Secondary Schools. This bulletin is the result of suggestions made by Dr. Fishback at the May 1960 meeting of the society. Mary Grant, Ross Guest and I represented the I.G.S. at an organizational meeting of an Aero-Space Education Committee at the University of Illinois in March of this year. Mary Fanti represents the society on the State Guidance Committee.

It is evident, therefore, that the I.G.S. has been active in the educational policy making for the state. This seems to me to be the type of role that our organization can best develop in order to create a more widespread appreciation of value of geography in education. There are still other fields which can be profitably developed to add to and supplement the committee work of the past year.

There is great need for research in the grade level at which certain geographic concepts should be introduced on the elementary school level. The present status of geography in the secondary school curriculum as well as plans to add geography to the curriculum needs exploration. During the past year 900 letters were sent to principals and superintendents in Illinois. This mailing informed these administrators about the resolution passed by the 1960 meeting of the I.G.S. Follow-ups on these letters and the small number of replies should not be neglected.

There is a growing interest in geography in the state. It is my hope that the I.G.S. will endeavor in every way possible to improve the quality and increase the quantity of geography offered at all levels of education in the State of Illinois.

Walter H. McDonald





## From the Editor

Once again we come to the close of a highly successful year of activities in the Illinois Geographical Society. These activities are summarized in letters from I.G.S. president Walter McDonald and Geography Bulletin Committee chairman Martin Reinemann. The objectives of geographic education in Illinois are being furthered on all fronts.

As editor of the I.G.S. Bulletin, I should like to extend an invitation to the entire membership to keep us well informed of current developments in Illinois geography. Be certain to include information about recent changes in the status of Illinois geography in next fall's edition of "News From Geographic Centers." If developments are significant or are an indication of current trends, please write them up in detail and submit them for publication. One of the prime objectives of the Bulletin is to keep the I.G.S. membership informed concerning Society affairs, the activities of individual members, and the vitality of Illinois geography.

A new series of feature articles is being inaugurated with this issue. It has come to your editor's attention that many public schools, colleges, universities and organizations within the state have outstanding programs of one kind or another which might be of particular interest to geographers. These programs often include field trip guides, supplementary materials, statistics, speeches or other publishable manuscripts. Just such a program, currently being conducted at Western Illinois University, is featured in this issue of the Bulletin. It is hoped that other programs may be similarly featured in subsequent issues.

### Meet the Authors

John G. Westover is a Professor in the Department of Social Sciences at Western Illinois University. He speaks with authority about Western's International Understanding Program, as he is chairman of the faculty International Understanding Committee and has been greatly responsible for the development of the program at the University. Vasudeva Bantwal Kamath was one of the first International Lecturers to visit Western's campus. He is director of the Bombay Labour Institute and is deeply concerned with Indian problems. As Director of the State Worker's Educational Scheme, he is intimately associated with Indian government affairs.

Ernest E. Melvin, formerly Acting Director of Planning, has recently been appointed Section Head of the General Plan Division of the Department of City planning of the City of Chicago. Mr. Melvin received his doctorate from Northwestern University and has been actively engaged in the planning field for many years. Gary Clendenny, John Hoefer, and Nelson Kias are all instructors in the public schools of the Chicago suburban area. Mr. Clendenny has his Bachelor's degree in Geography and a Master's in Guidance from Western Illinois University. He has worked in both fields at Palatine Township High School but is now teaching full time in geography. He is presently Vice-President of the Illinois Geographical Society. Mr. Hoefer formerly was a teacher in rural Wisconsin and is now employed at Rich Township High School, Park Forest, Illinois. Mr. Kias is an instructor in Business Education at Blue Island Community High School. He is a member of the Illinois Geography Bulletin Committee.





Jim Alexander is Secretary-Treasurer of the Illinois Geographical Society this year. He is a product of schools in the central part of the state. His Bachelor's degree is from Illinois State Normal University, his Master's degree is from Eastern Illinois University and he has been an instructor in both the Laboratory School and the Geography and Geology Department at Western Illinois University. Mr. Alexander is presently doing graduate work at the University of Chicago and has been awarded a Fullbright Grant to teach and travel in Sweden during the 1961-62 school year. Our sincere thanks to Jim for calling to our attention the retirement of one of Illinois' outstanding high school geography teachers. The profession will miss Estella Wheeler's consistent contributions. We hope she will remain active and continue to give us the benefit of her experience for years to come. Thanks are also due Kenneth R. Martin for uncovering the "timely" quotation taken from the book written by O. D. von Engeln. As was von Engeln, Mr. Martin is primarily a physical geographer. He teaches courses in Earth Science, Meteorology, and Climatology at Western Illinois University.





## From the Chairman of the Geography Bulletin Committee

The President of the Illinois Geographical Society, Walter H. McDonald reported in the December issue of the Bulletin of the Illinois Geographical Society that the membership had approved the recommendations of the Curriculum Committee pertaining to improving the status of geography in Illinois High Schools. It is my pleasure to assure the members of the society that at least one of the resolutions has not "died on the page" and that considerable progress has been made by an active Geography Bulletin committee.

After the Curriculum Committee in November, 1960 submitted a list of prospective candidates, Dr. Fishback, State Coordinator of Curriculum with the Office of the Superintendent of Public Instruction invited the following to serve as members:

Henry T. Boss - Assistant Superintendent in charge of Curriculum -  
Freeport, Illinois

Mildred I. Finney - University of Illinois - Navy Pier

Robert E. Gabler - Western Illinois University

Stanley E. Harris - Southern Illinois University

Leonard L. Hodgman - Teacher, Joliet Township High School and Junior College

Nelson T. Kias - Teacher, Blue Island High School

Gerald Mathis - Teacher, Rialto High School

Walter McDonald - Eastern Illinois University

Martin Reinemann - Northern Illinois University

Clarence W. Sorensen - Dean of the Graduate School I.S.N.U.

The first meeting of the Geography Bulletin Committee was held on January 31, 1961 in Springfield. Martin Reinemann was elected chairman and Henry Boss was designated secretary. The organizational meeting was devoted to a brief orientation on the history and nature of the Illinois Curriculum Council by assistants of the Superintendent of Public Instruction, and to discussion on the nature and scope of the project before the committee. Following the suggestions of the I.G.S. that both a year of World Geography and a year of Earth Science be recommended to the state curriculum council, the committee decided to divide into two groups; a subcommittee to plan and write on World Geography for about the 10, 11, or 12th grade level, and a subcommittee to consider Earth Science for about the 9, or 10th grade level. Mildred Finney is the chairman of the geography subcommittee and additional members are Henry Boss, Gerald Mathis, Walter McDonald, and Clarence Sorensen. Stanley Harris chairs the Earth Science subcommittee, consisting of Nelson Kias, Robert Gabler, Leonard Hodgman, and Martin Reinemann.





At the second meeting held on March 10, 1961, the two subcommittees met separately for more than two hours and then convened jointly for another equal period of time to discuss their recommendations and conclusions. Both groups made some tentative decisions on a desirable general outline and form and then designated certain members to be responsible for certain topics. These topics will be expanded by the individuals and progress reports will be on the agenda for the third meeting scheduled for May 5, 1961.

All of the committee members expressed concern over the tremendous responsibility that is resting on them to prepare this material. Each member feels that he needs suggestions from any person who is interested in either the bulletin and teachers guide for World Geography or Earth Science. As chairman of the committee, I strongly urge you teachers and administrators to send your comments, be they on organization, content, form, or what-have-you, to any of the members mentioned above.

Martin Reinemann





## AN INTERNATIONAL UNDERSTANDING PROGRAM

John G. Westover

This year finds Western Illinois University students and faculty acutely aware of other lands and cultures. Throughout the 1960-61 school year well-attended public lectures on international topics are being held at the rate of one a week. Visiting International Lecturers are teaching complete courses, course-units, and individual classroom lectures in specialized areas. This is part of a major program of world-oriented activities planned, and underway, at Western.

Beginning in January 1959, a faculty International Understanding Committee started an intensive survey of the ways in which international understanding might be expanded at Western. From this study is being developed a broad multi-phased program. Uppermost in the opinions of the committee members was the belief that face-to-face contact with scholars, artists, authors, and public leaders from other lands would have the most immediate effect in bringing world problems to student attention. The International Lectureship Program was developed to accomplish this.

The paper entitled, "Population Problems of India," is typical of the lectures which are being presented at Western Illinois University by a group of distinguished Visiting International Lecturers. These men, representing the fields of teaching, government, the arts, literature, and science, come to Macomb for appointments ranging from one to nine months. Where ever possible, these Visiting International Lecturers are assigned to teach one course in their field of specialization. This is to acquaint them with the American university system, a group of American students, and to provide for our students an approach to the particular subject which is distinctly that of the nation or culture which the Lecturer represents. The Lecturers, however, are used largely as resource persons. That is, they are invited frequently to teach individual lectures or units of classes dealing with their nation, culture, or specialty, to lecture before faculty and student organizations, to give open lectures to the academic community at large, and to make broad contact with social organizations at Western Illinois University. On occasion, the Visiting Lecturers are asked to represent the University in appearances before civic, service, and school groups within the Western Illinois University area.

This paper was first delivered as an address to the Geography and Geology Club of Western Illinois University on October 6, 1960 by Professor Vasudeva Bantwal Kamath. Professor Kamath is the Director of the Bombay Labour Institute, a graduate school of labor economics affiliated with the University of Bombay. Professor Kamath's academic preparation was undertaken at the Universities of London and Bombay. He has taught at several institutions of higher education in India. In addition, Professor Kamath is the Director of the State Worker's Educational Scheme, Bombay; he represented the Indian Republic at the International Labour Organization Conference in Denmark and Switzerland in 1959; and he has received many honors and awards for his numerous political, social, and economic activities in India.





## POPULATION PROBLEMS OF INDIA

Vasudeva Bantwal Kamath

It was on the 26th of November, 1949 that the people of India solemnly resolved to constitute India into a Sovereign Democratic Republic and to secure to all its citizens: Justice, Liberty, Equality and to promote among them all Fraternity assuring the dignity of the individual and the unity of the Nation. Over the past decade, through the Five Year Plan India has endeavored to harness her natural resources and the energies of her people to the tasks of national development. From the beginning it has been stressed that the objective of a planned program of economic development and social evolution is not only to increase production and attain higher levels of living, but also to secure a social and economic order based on the values of freedom and democracy in which "justice--social, economic and political, shall permeate all the institutions of the national life."

In December 1954, the Indian Parliament declared that the broad objective of economic policy should be to achieve the "socialist pattern of society." Such a society has to be based on increased production realized through the use of modern science and technology and on equitable distribution of income and wealth. The problems of production cannot be viewed in isolation from wider social considerations, for the manner in which production activity is organized itself determines to an extent the relative distribution of incomes and the benefits reaching different sections of the community.

The Directive Principles of State Policy in the Constitution have placed before the country the objectives of securing adequate means of livelihood and the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement and in other cases of undesired want. If there is one single factor which has contributed in no small measure in keeping these goals at a longer distance from hard reality, it is the ever increasing rate of population growth in India.

On a review of certain assumptions concerning the population explosion made in formulating the First Five Year Plan in the light of the experience gained during the first plan period, it was suggested that in relation to 1950-51 the doubling of the national income might be achieved by 1968 and of per capita income by 1974. The realization of the targets envisaged in the Second Plan projections will depend on two sets of factors--first, by the rate at which population grows, and, secondly, the scale, pattern and intensity of the effort made in each of the next three plan periods. In respect to population, there has been a significant change since the publication of the Second Plan. A number of estimates of the likely growth of population which have been worked out on different assumptions suggests that the population is likely to increase during the next 15 years at a rate much in excess of that indicated in the Second Plan. The deviations are as shown on the following page.



(Estimate in millions)

	<u>1951</u>	<u>1956</u>	<u>1961</u>	<u>1966</u>	<u>1971</u>	<u>1976</u>
Original Estimate	362	384	408	434	465	500
Present Estimate	362	391	431	480	528	568

It is obvious that the well-loaded apple cart of our plans will be completely upset by an unanticipated and disproportionate rise in the population. Every additional mouth to be fed and every single chest to be covered immediately will result in an effective fall in the per capita income, the rate of the present and future economic growth and investment and, hence, the national income. There will also be additional brains to be nourished and supplementary hands to be kept active when several other hands are already idle.

The population projections of the Central Statistical Organization, which are tentative and subject to modification after the March 1961 decennial population census becomes available, are based on the following view of trends in birth, death, and growth rates per thousand per annum:

	<u>1951-56</u>	<u>1956-61</u>	<u>1961-66</u>	<u>1966-71</u>	<u>1971-76</u>
Births	42	41	40	33	27
Deaths	26	22	18	14	13
Increase	16	19	22	19	15

It is of course assumed that there will be no unusual type of major catastrophic effects such as fire, famine, epidemic or war, the important population checks indicated by T. R. Malthus in 1798. He also then assumed doubling of population in three decades in every generation in a Geometric Progression. We, of course, give greater importance to David Ricardo's "Law of Diminishing Returns" and its repercussions on the standard of living of an exploding population. On the basis of the C.S.O. estimates over the period 1951-76, the total increase in population may be of the order of 206 million against 138 million assumed in the Second Plan. Corresponding to the growth of population, it is estimated that the labor force, which stood at 141 million in 1951, will increase to about 222 million by 1976. The increase in the labor force over the 15 years, 1961-76 may be of the order of 60 million, of them more than 40 million will need to be absorbed outside agriculture. During the second plan it was proposed to provide for 11 million additional jobs, but till now we could create only 6 million jobs. With a back-log from the second plan, during the third plan period from 1961-65 we may have to find additional employment for about 16 million persons. On the other hand, production of food-grain during the next five years is expected to increase only 35% from 75 million tons to about 102 million tons. The total commodities increase is expected at an overall level of 32% during the next quinquennium. The per capita income is about 300 Rupees (\$60). Our consumption is still about 2,000 calories per head per day with cloth consumption at about 20 yards. Thousands live and sleep on our pavements and lead a parody of life. Our literacy percentage which was only 17% a decade ago is now 41%. We have a land area of 1½ million sq. miles (1/3 of U.S.A.) spread over half a million villages accounting for 80% of





population; 20% of the population lives in 3 thousand towns. The population density is 340 per sq. mile compared with 50 in the U.S.A., 25 in U.S.S.R., 555 in U.K., 651 in Japan, and over 775 in Netherlands.

During the decade 1941-1951, births had occurred at an average rate of 40 per thousand per annum, deaths at an average rate of 27 per thousand per annum, and the natural increase of population at an average rate of 13 per thousand per annum. The highest birth rate was in Central India (44) and the lowest in South India (36 or 37). The highest death rate was in Central India (34) and the lowest in South India (21 or 22). The highest natural increase rate was in North-west India (16-17) and West India (16) and the lowest in Central India (10). In 1947, the infant mortality per thousand live births was 146. This came down to 123 in 1951 and to 98 in 1956. Roughly speaking, out of every 1,000 births, over 400 births are fourth or births of a higher order. Births occurring to mothers who have already given birth to 3 or more children is treated as "improvident maternity" in India. The percentage of such births in our country is 42.8%, while in Japan it is 33.9%; France--19.7%; U.S.A.--19.2%; U.K.--14.3%; and Germany (Federal Republic)--12.3%. In India there are 947 females for 1,000 males; in urban areas the figure is 860 and rural is 966. In Bombay city it is the lowest at 600.

Of a total geographical area of 806 million acres, about 45% is cropped area but only 17% of the area under cultivation is irrigated. While 5 million tons of cereals (mainly wheat and rice) were imported in 1951, only 4 million tons were imported last year. Fresh agreements were entered into with the Governments of the U.S.A. under P.L. 480 for the import of rice and wheat, Canada for the import of wheat, and Burma for the import of rice. Imports continued to be made under earlier agreements with these countries and under the Colombo Plan from Australia and Canada. During 1959, the food grains position remained somewhat large due to the 1958-59 record output of 70 million tons of food grain.

The objects of the family planning programme in India are broadly speaking:

1. to obtain an accurate knowledge of factors contributing to the rapid increase of population in India.
2. to discover suitable techniques of family planning and devise methods by which knowledge of these techniques can be widely disseminated.
3. to give advice on family planning as an integral part of service in Government hospitals and public health agencies. The family planning policy aims at reducing birth rates to stabilize the population at a "level consistent with requirements of national economy."

Some of the factors responsible for an accelerated growth in the Indian population are:

- a. the joint family system which, to a very large extent, still rules especially in rural regions.





- b. the religious and sentimental attitude not to interfere with God-given gifts--mainly from the Catholic clergy.
- c. the absence of sex education.
- d. inadequate recreational facilities.
- e. poverty leading to perpetuation of poverty.
- f. high rate of improvident maternity.
- g. the present place of woman at home and in society (the woman as a childbearing machine).
- h. effect of alcoholic drinks.
- i. early marriages.
- j. lower mortality rates--improved medical aid and health services and considerable absence of catastrophic effects such as fire, flood and famine.
- k. lower mortality rates of husbands yielding less widowhood and higher age at widowhood.
- l. improved economic conditions and higher level of living (first stage) leading to more children.
- m. promotion of widow remarriages and withdrawal of social ban on widow remarriage.
- n. relaxation of existing religious and cultural taboos restricting sexual intimacy and the growing though necessary acceptance, by an absorption in society of the so-called "illegitimate" children--that is, children from "illegitimate" parents.
- o. provision for divorce and remarriage.
- p. absence of the concept, knowledge, and methods of family planning, and ignorance of the techniques of birth control.
- q. half-hearted cooperation of the leadership because of Mahatma Gandhi's personal attitude towards family planning.

During the first plan period 147 clinics--21 in rural and 126 in urban areas--were opened in addition to the continuation of the already existing 205 state clinics. About 2,500 clinics--2,000 in rural and 500 in urban areas--will be opened by 1961 during the second plan period. As against the target of 300 urban and 1,200 rural clinics for 1956-60, 313 urban and 695 rural clinics have already been opened. A Family Planning Board has been constituted at the Center to formulate family planning programmes. After a heated controversy and debate for over 5 years, Bombay State accepted family planning and birth control as a policy only two years ago.



In the draft of the Third Five Year Plan for 1961-66, it is proposed to give high priority to the programme of family planning and the number of family planning clinics will be increased from 1,800 to 8,200 for which a provision of 25 crores of Rupees (50 million dollars) is being made, compared to 1.4 crores of Rs (2.8 million dollars) in the First Plan and 3 crores of Rs (6 million dollars) in the second plan. This is a sufficient testimony to the gravity of the situation and the importance that we are giving today to the population problem in India.

It is now proposed to intensify and expand the present programmes. The main emphasis being on the following aspects:

1. wide-spread education to create the necessary social background for a large family planning programme.
2. integration of family planning activities with the normal health services.
3. provision of family planning services, including facilities for sterilization, through medical and health centers and facilities for distribution of contraceptives.
4. development of training programmes in medical colleges and other teaching institutions.
5. utilization in the family planning campaign of local voluntary leadership to the largest extent possible.

With regard to crucial population problems therefore, we have wakened rather late in the day. This is a small price which we have always to pay for democracy. Better be late than never is our maxim. But let me assure you; we are now completely conscious of the fact that the future of India will be made or marred by the success or otherwise of the family planning programme. We are all convinced that this programme is entirely in the interest of posterity so that the next generation at least may lead a life of peace, prosperity, and plenty.





# EVANSTON, ILLINOIS: A GEOGRAPHICAL INTERPRETATION OF ITS ORIGIN, LOCATION AND DEVELOPMENT

Ernest E. Melvin

The suburban city of Evanston, Illinois, is both typical of and unique among the many suburban agglomerations which surround the City of Chicago, central city of the Chicago Metropolitan Area. This city is typical in that it performs a dormitory function for workers employed in the central city. It is unique, however, because, like every urban entity, it has distinctive characteristics which are combined to lend a singular personality. A city of approximately 80,000 population, Evanston is virtually a part of the central city from the point of view of functions, nearly complete state of land occupance and its general aspect of urban "maturity". (Please see map) The purpose of this paper is to present a geographic interpretation of Evanston's origin, location and development.

## Prelude to a Community. (Prior to 1837)

At the turn of the 19th Century, the site of present Evanston, indeed all Chicagoland, was in a "primeval" state, although the area had been sighted by trappers and explorers many years before. By 1835, most of the Indians had left the area as a result of the 1829 Treaty of Prairie du Chien. With the coming of the white man, certain topographic features began to take on new import. Chicago, Milwaukee, and Waukegan began as lake ports. The necessity of land routes between Chicago and the other two cities, particularly during the winter when ice blocked the lake front approaches, brought to light another topographic feature. Because of the generally swampy nature of land in the area of future Evanston, early travelers made their way along ridges: Green Bay Indian Trail (later Chicago Avenue) and Ridge Road (Avenue). These two trails joined at a point north of the present site of Evanston Lighthouse.

Ridge Road became the dominant route and because of its advantages of accessibility and dryness, lured early settlers. Although the nucleus of future Evanston was not yet established, forces were already at work to affect settlement and layout of the forthcoming community.

## A Community is Born (1837-1854)

In the meanwhile, Ridge Road (Avenue) continued to be the main overland route between Chicago and points north. The first crystallizing episode in the new agglomeration occurred in 1837 when Major Mulford established the "Ten-Mile House" as a rest stop. A similar stop was located at Ridge and Noyes to the north. People continued to settle along Ridge Road (Avenue) to farm and work the timber, products of both enterprises being marketed in nearby Chicago. With the accumulation of people, community services, in addition to the already established trade function, began with the erection of the first school in 1842 and the post office in 1846.

Although community functions were established during this era, there was little to suggest a future Evanston except in 1850 when plans got underway for the founding of Northwestern University.





# EVANSTON & ENVIRONS

- EXPRESSWAYS AND TOLL ROADS
- OTHER MAJOR HIGHWAYS
- COUNTY BOUNDARIES
- CORPORATE LIMITS
- U.S. HIGHWAYS
- STATE ROUTES



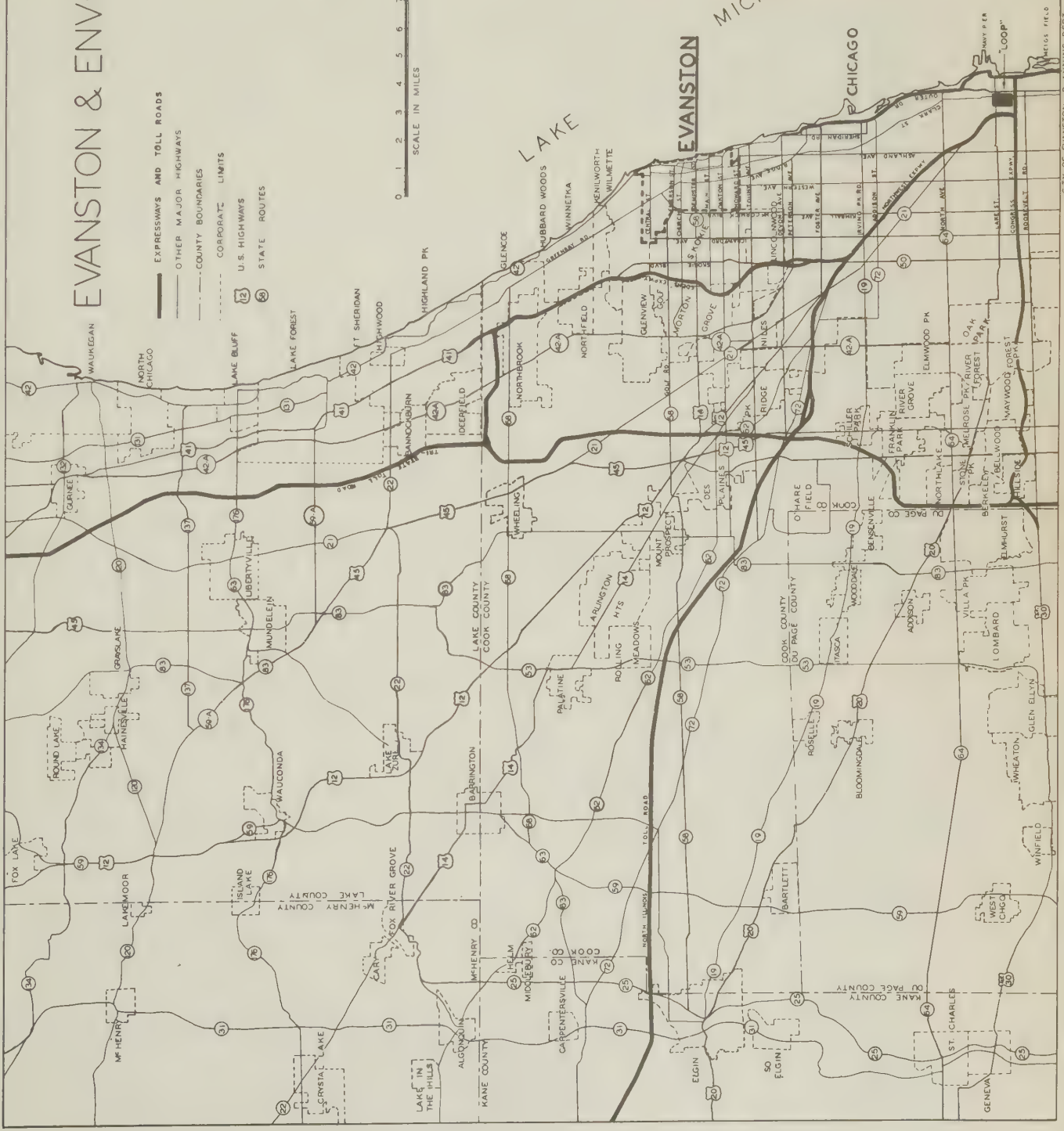
SCALE IN MILES  
0 1 2 3 4 5 6 7 8 9 10

MICHIGAN

EVANSTON

CHICAGO

LAKE





### A Community is Confirmed (1854-1900)

The year 1854 was a milestone in Evanston's history. Several events occurred which were to have a lasting effect on the environment, economy and layout of the future city.

Northwestern University, soon followed by Garrett Biblical Institute, was opened in 1854 and was to be a major influence in the community's future economy and layout. The student body and staff required to serve it constituted something of a built-in market for local merchants. The desire of the university's founders for a lake-front site is seen in street patterns and the necessity of shunting lake-side traffic around the south end of the campus.

The establishment of Davis Street Station along the railroad to Waukegan consolidated the Davis Street area as the shopping center of Evanston.

During this period, the settlement began to "fill-in" and the basic street system was constructed. The length and breadth of the town was also nearly attained by the end of the period with the annexation of North and South Evanston in addition to numerous subdivisions. Evanston also attained political maturity, being incorporated as a village in 1872 and as a city in 1892. In a period of eight years following 1884, the population of 5,000 more than tripled.

The beginnings of Evanston's "commuter" relationship to Chicago was begun when the first local railroad line offered morning and evening service in 1887.

In summary, the 1854-1900 period witnessed the basis for modern Evanston and the growth of a high-quality suburban community only beginning to feel the day-to-day impact of its proximity to Chicago. Although Evanston was becoming more integrated into the Chicagoland environment, it remained fairly distinct in its economic and social being until the close of the 19th century.

### Community Consolidation (1900-1940)

This period was not typified by catalytic events such as occurred in the preceding era. Rather, there was a continued development of established trends and consolidation of community functions and physique. As employment opportunities in Chicago expanded and commuter facilities improved, the local economy became more dependent on outside employment. Thus, Evanston took on many of the characteristics of the dormitory city. Transportation facilities were improved and expanded with the construction of the North Shore Line and Elevated Line (later reorganized as the Chicago Transit Authority). The addition of bus service further aided in integrated residential sections with commuter lines and other functional areas.

With the evolution of the North Shore as a major suburban residential area, downtown Evanston gradually took on aspects of an outlying regional shopping center. Its trade area, developing with the use of the automobile, stretched south into north Chicago, west to Barrington and north to Waukegan and included a generally high-income population--a circumstance reflected in the high quality of Evanston's shopping goods' stores.





Northwestern University continued to prosper and grow until its staff and student body numbered into the thousands. The university, in addition to several smaller educational institutions, contributes significantly to Evanston's local economy through the expenditure of staff salaries, student living, and institutional construction and maintenance.

The physique of Evanston was consolidated further by the imprint of city services and administration upon the agglomeration of the various incorporated areas. The extent of the corporate limits was also realized,

The consolidation and nearing maturation of the community in its physical and functional aspects characterize this period, at the end of which Evanston had a population of approximately 65,000.

#### A Community Matures (1940 to date)

The City of Evanston has partaken in the rush for land for all types of purposes, a situation which has typified the Chicago Metropolitan Area since World War II. This has been particularly true of the wholesale and industrial functions. There were six industrial firms in 1940 as compared to approximately 100 today. The volume of wholesale trade has also increased precipitously during this period. Thus, Evanston has added significantly to its internal basic economy, although much of the income is still from employment elsewhere, principally Chicago.

Evanston's continued growth as a regional shopping center was directly related to population growth in Suburbia west and north of Evanston. This growth was evidenced by the establishment of such chain stores as Marshall Field, Wieboldt's and Rothschild.

Perhaps the most apparent evidence of the city's maturity is to be seen in its land use vacancy pattern. Evanston's land is almost completely occupied. Specific vacant areas may be counted as lots rather than as acreages. The 8.2 square mile area of Evanston is estimated to be at least 95% built up. Two areas designated as park sites are being developed as reclaimed land. Being entirely surrounded by other municipal corporations, the city cannot expand the area of its land and tax base by acquisition of additional territory, but rather through intensification of existing uses and redevelopment.

#### Conclusion

Several factors have operated in an interrelated fashion over a period of time to produce the Evanston of today. Among these are:

1. Early use of Ridge and Chicago Avenues as routes of communications and the establishment of rest stations (an early but not lasting nucleation factor),
2. Establishment of Northwestern University,
3. The establishment of Davis Street Station which stimulated growth of the Davis Street shopping area,



4. The concurrent growth of employment opportunities in Chicago and mass transit facilities,
5. Development of the Davis Street shopping area as an elite regional shopping center for the North Shore, and
6. Post 1940 industrial and wholesale trade growth.

Two situations likely to influence Evanston's future in terms of its morphology and economy are that:

1. Future developments--residential, retail, etc.--will depend primarily on "use conversion" or intensification as available land for new major development has virtually disappeared; and
2. The recent establishment of major outlying shopping centers (Old Orchard and Eden's Plaza) are bound to affect the retail segment of Evanston's economy as well as the related aspects of parking, traffic and real estate values.





## CIRCUMSTANCES REMAIN UNCHANGED

Kenneth R. Martin

Forty-four years ago O. D. von Engel, an eminent geographer and for many years professor of physical geography, wrote an interesting book about his Alma Mater, Cornell University. (Concerning Cornell, O. D. von Engel, Geography Supply Bureau, Ithaca, New York, 1917.) He included a chapter about the geography of the Ithaca-Cornell region and in justification of this inclusion, quoted Andrew D. White, an early professor at the University of Michigan. Please note the date, because one might well think a typographical error had been made.

"On arriving at the University of Michigan in October, 1857, I took especial charge of the sophomore class. Among my duties was their examination in modern geography as a preliminary to their admission to my course in history, and I soon discovered a serious weakness in the public-school system. In her preparatory schools the state of Michigan took special pride, but certainly at that time they were far below their reputation. If any subject was supposed to be thoroughly taught in them it was geography, but I soon found that in the great majority of my students there was not a trace of real knowledge of physical geography and very little of political. With this state of things I at once grappled, and immediately "conditioned" in these studies about nine-tenths of the entering class. At first there were many protests; but I said to my ingenuous youths that no pedantic study was needed, that all I required was a preparation such as would enable any one of them to read intelligently his morning newspaper, and to this end I advised each one of them to accept his conditions, to abjure all learning by rote from textbooks, to take up simply any convenient atlas which came to hand, studying first the map of our own country, with its main divisions, physical and political, its water communications, trend of coasts, spurring of mountains, position of leading cities, etc., and then to do the same thing with each of the leading countries of Europe, and finally with the other main divisions of the world. To stimulate their interest and show them what was meant, I gave a short course of lectures on physical geography, showing some of its more striking effects on history; then another course on political geography, with a similar purpose; and finally notified my young men that they were admitted to my classes in history only under condition that, six weeks later, they should pass an examination in geography, full, satisfactory, and final. The young fellows now took their conditions very kindly, for they clearly saw the justice of them. One young man said to me: 'Professor, you are entirely right in conditioning me, but I was never so surprised in my life; if there was anything that I supposed I knew well it was geography; why, I have taught it, and very successfully, in a large public school.' On my asking him how he taught a subject in which he was so deficient, he answered that he had taught his pupils to 'sing' it. I replied that if he would sing the answers to my questions, I would admit him at once; but this he declined, saying that he much preferred to accept the conditions. In about six weeks I held the final examination, and their success amazed us all. Not a man failed, and some really distinguished themselves. They had all gone to work cordially and heartily, arranging themselves in squads and clubs for mutual study and examination on each physical and political map; and it is certain that by this simple, commonsense method they learned more in six weeks than they had previously learned in years of plodding along by rote, day after day, through text-books."



## MISS ESTELLA WHEELER, A GEOGRAPHY TEACHER

James Alexander, Jr.

On April 7, 1961, Miss Estella Wheeler rolled up the maps in Peoria Manual High School and said good-bye to full time teaching. Throughout her forty-two years of teaching, she has taught many subjects and all the grades from one through twelve except one and nine. The one subject that she dreaded most to teach was geography. The texts and the methods of presentation used in her earlier classes increased her dislike for the discipline of that time. Perhaps it was the help and encouragement of a senior teacher at Harrison School, Miss Augusta Anderson, that gave Miss Wheeler a positive feeling toward the teaching of geography. This developed a long time before she enrolled in her first formal college geography course in 1941.

The career of this illustrious teacher started in Harrison School in Peoria. Her training included two years at Bradley University and Sunday School teaching. It was the latter that gave her the opportunity to "earn the right to teach." Later she completed her Bachelor's degree at Bradley University. In 1947, a Master's degree was conferred by Miami University of Oxford, Ohio. Her thesis was entitled The Geography of Peoria. Manual High School began to enjoy and profit from the competence of this remarkable teacher in 1943.

Miss Wheeler's imaginative and creative teaching methods were on display at the Chicago Fair in 1941. Here Miss Wheeler and her students demonstrated the art of teaching and learning for interested observers in the White School.

The students of Miss Wheeler reflected her interest and enthusiasm because she knew her students and she visited frequently in their homes. She was concerned with the individual. The names of her students could be found on projects at the Science Fair of the Illinois Junior Academy of Science. Saturday conferences, after school project sessions, and field trips were popular with the students. The longest trip was to Washington, D. C., in 1956. All activities were carefully planned and skillfully executed in order to be of maximum educational value. Miss Wheeler's supervisor said of her relationships with the students, "It is amazing."

For many years Peoria Manual High School has had a very active Geography Club. The handbook of the organization reflects the infinite foresight of the sponsor, Miss Wheeler. Not only did the club create and foster great interest in geography, but, it was a tool for developing desirable citizenship and worthy ideals. Some times a four to sixteen page paper, "Hi-School Geographer," was published. Many professional geographers in Illinois have seen issues that were immediately impressive. This could only be the result of effective teaching in fertile minds. The fertility of the "soil" and consequent productivity, have certainly been improved in Peoria Manual under the direction of such an able leader. The big event of the year was the annual banquet. An elaborate program was planned, including an "outside" speaker. In 1961, the speaker was an Army man with forty-two years of service. This distinguished guest was Lt. General Raymond Wheeler, a brother of the geography teacher.





On several occasions, students from methods classes, particularly from Western Illinois University, have made observations in Peoria Manual. The following are direct quotations from different reports written by students who visited the geography classes.

"Reports were given by the students and Miss Wheeler's objective seemed to be to correlate the history of countries with geography. She also wanted to know why and how these countries developed with geography as a major influence."

"In Miss Wheeler's absence from the classroom, chairmen, who were appointed prior to her departure, supervised the entire class. This is where the cooperation of the students and Miss Wheeler was quite obvious. There seemed to be a warm feeling of admiration and respect by the students for Miss Wheeler."

"The students made very good use of their atlases and seemed to know how to read them better than most college students. The teacher displayed an unlimited amount of energy and seemed to know the subject very well. She presented an outline for the comparison of the U.S.S.R. and the U.S., which I felt was a very good study device."

"Overall, Miss Wheeler must be commended for her fine principles in the teaching of geography and relative fields. She is beyond a doubt a fascinating individual who has done much to cultivate the minds of students in geography. It was a pleasure meeting Miss Wheeler, a real geographer."

To become personally acquainted with Miss Wheeler is to know a superior teacher. Her classes were examples of the best in methodology. Psychological insight and questioning techniques were used to good advantages in motivating her students. To have merely walked into her classroom and to have perceived the physical setting was to have experienced a discernible atmosphere of learning.

On June 1, 1960, she was awarded the Valley Forge Freedoms Foundation Medal and Citation for classroom teachers. This represents just recognition for a job well done.

Many tributes have been given to this educator, but the measure of her contributions was best expressed by one administrator when he said, "She is a rare, truly dedicated teacher, kind but firm, has excellent classes based on experience and hours of preparation. She was concerned with the necessary details, she knew her subject and her students, her influence in the school, neighborhood, and city was significant."

Miss Wheeler would give to prospective students the following advice:

"You must want to teach,  
You must get a thrill from teaching,  
Have a prayer ready,  
Be enthusiastic,  
Use your imagination,  
Be prepared to do a lot of hard work."

(Author's Note: We may regard the addition of more geography into the high school curriculum of Peoria, starting in the school year 1961-62, as another salute to Miss Estella Wheeler.)



THE INDEPENDENT MAP STUDY PROGRAM  
AT PALATINE TOWNSHIP HIGH SCHOOL

Gary A. Clendenny

The independent map study program was designed specifically for the World Geography class at Palatine Township High School, but could be adapted for any similar course with the same basic structure. This course at Palatine High is a one semester survey course with the only prerequisite being Freshman or Sophomore class standing. Due to the counseling process, most of the students are average or above in the academic ability. Due to the amount of material to be presented and the relative short duration of the course, a technique of exposing students to basic geographic information outside the classroom was desired. The independent map study was devised to fill the need.

Population patterns, place location, climatic zones, specific land use regions and other basic information were incorporated into a series of map projects, twelve in all, to be completed outside the classroom. Thus, the student added to his broadening base of geographic information and at the same time did work of an independent nature. With large amounts of required information obtained in this way, valuable class time was devoted to the human side of geography. An examination of population distribution and man-land relationships is important to students of this age group. The map projects allowed more time to be spent on this activity.

When the decision had been reached to utilize a map project method of study in addition to the minimum requirements of the course, advance planning was necessary. It was necessary to coordinate each project with a specific unit of study. A decision had to be reached concerning the type and quantity of maps to be used. Finally, a worksheet or direction sheet for each unit had to be made, giving the student specific directions relative to the information that would be required on each particular project.

Twelve individual projects were decided upon. The first one involved general place location of a non-changing nature (Tropic of Cancer, Atlantic Ocean, etc.) and the remainder dealt with the continental areas and regional areas within each continental area. The project for the continental areas were general in nature but the projects for the regional areas were purposely quite specific. The due date of each project was set up so that it would be collected just before the study of the associated area was finished.

Several map publishing houses were contacted and after some consultation, the decision was made concerning the specific maps to be used. The maps were purchased so that twelve could be used in the project series, six additional ones could be used for testing purposes. Replacements could be had for a small fee. The total cost for the eighteen maps and the worksheets was thirty-five cents. They were sold in the classroom to the student at this price.

Worksheets or direction sheets were made for each project. The school secretarial staff then mimeographed the required number of copies. Included





with the worksheets were information sheets with helpful hints such as common symbols for legends, where to search for information, the use and function of the different types of maps, and suggestions on cartographic techniques.

The worksheets and maps were then assembled by the instructor and stapled together with a heavy duty stapler. As they were sold during a class session, a three ring punch was made available so that the students could adapt the kit to fit into their notebooks. It was hoped that in the notebooks the maps could remain flat and unsoiled until the time that they were used by the student.

On due days, the maps were collected at the beginning of the class session. Late maps were penalized at the rate of one letter grade for each day beyond the due date. The general "rule of the thumb" grading system which was used, awarded one-half credit for general appearance and one-half credit for completeness and accuracy. A mimeoscope with a master map was used to check general accuracy and completeness. Comments were written on the back of each map where there had been an unusual mistake. General comments were made to the class about common mistakes. The individual comments helped the student to avoid repeating the same mistakes. Personal help was also available one day each week after school. This kept the room open for after-school access to additional reference materials and gave the student the feeling that the teacher was interested in him and his work.

### Conclusion

By now this writer has been able to see some distinct advantages and some unforeseen disadvantages to this program.

There are three main disadvantages in a program of this type. First, in organizing such a program, a great amount of time is needed by the instructor. This series of projects was put together during the summer months, so time was not important then. Secondly, some students are unable to work independently on such a project as this. They must be given extra help and encouragement until they attempt to do the work by themselves. Finally, a few class sessions are taken in distributing and explaining the program.

In this writer's estimation, the time and effort needed to make the program a successful one, were well spent. The benefits from the activity far outweigh the disadvantages.

Briefly, the direct advantages are listed as follows. First, there is a great amount of flexibility in the program. World crisis areas may be substituted easily and efficiently, and information may be added or subtracted from each individual project. The projects are "tailor-made" to suit the instructor's emphasis upon certain areas within the course structure. Secondly, the map project kits are easy and inexpensive to assemble. This would be a factor to consider in many schools. Finally, the program is designed to promote outside or independent study. The true value of this study is hard to determine. It is in line, however, with the recent trends of modern education. It does place responsibility squarely upon the student.



Indirectly, the student, in securing outside information for his projects, comes into contact with basic knowledge that increases his understanding and appreciation of today's world. Much of this information does not appear on his map project, but is none the less valuable. In working on his project, the student also develops valuable cartographic skills and the ability to interpret visual information gained from using maps. It may be that the indirect skills and information acquired outweigh the advantages received directly. In either case, this writer plans to continue to use the map project method as a part of the course structure for beginning geography students.





## HOW BIG IS AN ACRE ?

John N. Hoefer

Some items of a student's background can easily be overlooked in planning course materials. After teaching in rural Wisconsin and then moving to a Chicago suburban location one aspect of different student experiences was vividly brought to focus. The acre, common measure as it is, was almost completely unknown to the students in the Chicago area. The acre as a measure becomes important when one tries to discuss such topics as the problem of farm size in the Orient, or the growth in the size of farms in Illinois.

One might surmise that few people could accurately estimate the size of an acre. However, in order to establish a springboard for class discussion and the exercise to follow, the questionnaire in Figure I was prepared.

### Figure I

#### How Big Is An Acre ?

##### (Part A)

The English system of measure has many units which are unusual even if they are a little used; for example, the furlong, cord, carat, dram, etc. Obviously the whole system can be confusing. Unlike the metric system with its multiples of ten, the English system depends upon familiarity in order to be understood. We all know an inch is about "so" long and that most people are between five and six feet in height. Perhaps one of the most used but little understood is the acre. In rural America a farm has so many acres, however, to the urban person this has relatively little meaning even though it may be spoken of frequently.

The acre as a unit of area may be any shape just as one square yard may be a square 3' by 3', a rectangle 1' by 9', or an equilateral triangle  $4\frac{1}{2}$ ' to a side.

Consider a square plot of ground containing one acre.



What is your estimate of the number of feet to a side?

\_\_\_\_\_ ft.

The results of the questionnaire were not extensively dealt with statistically, as its basic purpose was to create interest. The sample of 77 returns yielded a mean of 374 feet, a median of 144 feet, and a mode of 150 feet. Many wild guesses tend to support the observation of a lack of any real first-hand knowledge. This is illustrated in the following quartile range. (The correct answer is  $208' 8\frac{1}{2}"$ .)

$Q_4$  5120 - 300

$Q_3$  299 - 144

$Q_2$  143 - 45

$Q_1$  44 - 2

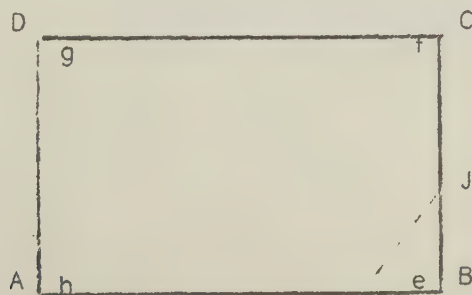
To follow up the questionnaire a field exercise was prepared. In this exercise the students were required to actually go out and plot an acre. The exercise as shown in Figure II can be completed in a 55 minute class period.

Figure II  
How Big Is An Acre?  
(Part B)

The first step in measuring an acre is to select an open spot with over 200 feet unobstructed. Drive stake A and lay out a straight line 208 feet  $8\frac{1}{2}$  inches long, driving in stake B. Lines BC, CD, and DA may be measured in the same manner, however, angles e, f, g, and h must be right angles or you will not have a square. To lay off line BC with angle e equalling  $90^\circ$  the Pythagorean Theorem may be used.

"In any right-angled triangle the square of the hypotenuse is equal to the sum of the squares of the other two sides."

Make a string and measure pieces 6, 8, and 10 feet long marking them with knots or colored yarn. Stretch the string to form a triangle using line BI as one leg with the 10 foot side towards the center of the square. Line BC may now be measured through BJ. Repeat the above step for the balance of the square.







Exercise One: Pace off the perimeter. \_\_\_\_\_ paces.

Compute how many feet you  
take per pace. \_\_\_\_\_ feet.

Exercise Two: Pace off the line XY. \_\_\_\_\_ paces.

What is your estimate of  
the length of this line? \_\_\_\_\_ feet.

While for the advanced high school or college class regular surveying instruments would be used by those delving into surveying and mapping techniques, this exercise uses only inexpensive and readily available materials. Six stakes preferably six feet long for visibility, 8" x 10" cardboards to letter and attach to the stakes for identification, 24 feet of strong string, a hammer, and a 100' tape measure borrowed from the physical education department, are all that are needed. The teacher could have the class proceed as in the exercise. However, he should check beforehand to make certain that there is an acre of cleared land available.

Adding to the exercise, a line XY may be staked out so that the students may obtain practice in estimating distances. The line should be away from or diagonal to the acre to avoid direct comparison.

To be able to stand at the edge of the staked out plot and say, "That is an Acre," was an experience which contributed to the student's better understanding of geography.



IMPORTANCE OF GEOGRAPHY AND EARTH SCIENCE  
IN THE CURRICULA  
OF CHICAGO SUBURBAN HIGH SCHOOLS

Nelson Kias

Some time ago this author sent twenty-four Chicago suburban high schools a questionnaire to determine the importance of courses in geography and earth science in their curricula.

Among the questions were some which dealt with the kind of geography offered in each school; the length of such courses; their recommended grade levels; their places in the student programs; the department in which each was offered; whether it was elective or required; and the number of students taking such courses. This paper is based upon the replies those twenty-four schools were kind enough to return.

As might certainly be expected, there was a great deal of variety in the answers received. However, in spite of this variety, this author does feel that there was enough agreement among these schools, with students of greatly divergent backgrounds, to come to a few general conclusions.

Courses Offered As Electives

With only four exceptions, all schools offered courses in geography and earth science on an elective basis. The schools making their courses required could not agree upon which course should be required or for what length of time it should be offered. One school required freshmen to take one year of earth science. Another listed a year of world geography as required of its freshmen, but a third limited its required course to thirteen weeks of world geography in the freshmen year. Still another school required one year of commercial geography only for those freshmen who were enrolled in its general education curriculum.

"Popularity" in Courses

Since most of the schools offered courses in geography or earth science as electives, it might be interesting to know which course would be most "popular." The winner here would be world geography, for sixteen of the twenty-four schools polled offered this course as an elective. Variety is seen again in relation to the level at which the world geography was taught, its content and length, and in the department in which it was included. Twelve of the schools offered the course for a year, and all but one listed it in the social science department. This choice of department would seem to indicate to some degree, at least, the course contents. The remaining school classified world geography in the business education department, yet at the same time stressed earth science during the first semester of the course.

The four schools which offered world geography as a semester elective all listed it in the social science department. Three of these schools felt that the course could be elected by sophomores or upper classmen. One limited it to





juniors or seniors. This is quite in contrast to those four schools which re-quired up to a year in world geography or an allied subject at the freshmen level.

An earth science course is offered at eight of the schools. Again there is a difference as to the time allotted and the level at which this course is offered. Six of the schools offer such a course for a full year. As already indicated, one school listed earth science on a required basis at the freshmen level. Two of the other schools accept sophomores and upper classmen. One enrolls juniors and seniors only. One limits the course to freshmen and sophomores and one opens it to all levels. Two schools which offered earth science on a semester basis differed as to the level for such a course, one limiting it to upper classmen only, and the other including sophomores with upper classmen.

A somewhat less important place is held by such courses as commercial geography, economic geography or physical geography in all school curricula considered in this study. Economic geography was given as a full year course at three schools and as a semester course at five. Commercial geography rated as a year course at only one school and as a semester course at two. Physical geography definitely seems on the way out as a special subject, being listed by only two schools, one as a semester course.

#### Schools Offer Multiple Courses

Geography teachers will be encouraged to learn that most of the twenty-four schools consulted have more than one course in geography or earth science subjects. Thirteen offer two courses or more in geography and earth science and most of these are one year courses. One school offers three full years of such subjects, and only three schools lack courses in each of the two fields. Two reports offer further encouragement. In one school a course in physical science, emphasizing earth science in particular, has been introduced. Another school is experimenting with an earth science class this year. In general, opportunities for students to elect more courses in geography and earth science are increasing.

#### Variety of Content in Courses Offered

To discover what was emphasized in these geography and earth science courses, the author asked the instructors of the schools filling out the questionnaire to check topics which they had stressed. Such checking indicated that geography courses covered a pretty wide range--discussion of commercial and economic geography, coupled with coverage of world regions and world affairs. Topics in earth science were a bit more in agreement. Such areas as astronomy, geology, weather and climate, conservation, and oceanography were marked by almost all of the teachers consulted. It might not be out of line to suggest that some of the differences noted in content might be due to the amount of time devoted to the whole course.

Supplemental exercises used to enrich the students' experience were similar. Oral and written reports, graphs, social dramas, travel units, field trips, notebooks, term papers, show cases, exhibits, earth science clubs, slides and movies were rather consistently checked by the instructors of the twenty-four schools.



## Summary

For those who might be interested in the replies of the various schools by name, the author has attached the table that follows. In general it seems to support these conclusions:

1. As elective courses, geography and earth science are two courses well patronized by the students of the twenty-four schools consulted.
2. Students have the advantage of being able to select more than one such course in most of these schools.
3. The importance of such courses is growing.

A study such as the one above could not have been completed without the kind help of those teachers of the twenty-four schools who supplied the information on which it was based. The author hopes that he has not misinterpreted such information when suggesting the few general conclusions. He would be greatly interested to see similar studies made on schools of other locales, and to compare their findings to his. He would also hope that the opportunities for students to elect courses in geography and earth science would increase on a state wide basis. It is believed that this study does indicate that a high value is placed on these courses by schools in the Chicago suburban area.





## CHICAGO SUBURBAN SCHOOLS GEOGRAPHY SURVEY

By Nelson Kias, Teacher of Geography  
Blue Island Community High School  
Blue Island, Illinois

SCHOOL	COMMERCIAL	WORLD	EARTH-SCIENCE	PHYSICAL	ECONOMIC	TOTAL ENROLLED
Bloom Twp.				Sem.-S.S. 9, 10, 11, 12	Sem.-SS 9, 10, 11, 12	123
Blue Island		Yr.-Bus. Ed. 10, 11, 12	Wor.&E. Sci. combined			190
		First semester of world geography is principally earth science. Offers full year of conservation as a related subject.				
Bremen		Sem.-S.S. 11 - 12				70 per Sem.
		Emphasizes physical and cultural aspects of geography along with the economic.				
Carl Sandburg		Yr.-S.S. 9, 10, 11, 12	Yr.-Sci. 10-11-12			87 World 50 E. Sci.
		Recommends both World Geography and physical geography for college prep. Next year a third course called Physical Science will emphasize earth science.				
Downers Grove		Yr.-S.S. 10-11-12	Yr. ? 10-11	? 10-11	? 10-11	104
		Will introduce an experimental class at freshmen level next year.				
Willow Springs		Sem.-S.S. 10-11			Sem.Bus.Ed. 10-11	100
Evanston	None	(Heavy emphasis on geography in history for grades 9, 10, 12)				



SCHOOL	COURSE	COMMERCIAL	WORLD	EARTH-SCIENCE	PHYSICAL	ECONOMIC	TOTAL ENROLLED
Evergreen Park				Sem. E. Sci. 10-11-12		Sem. S.S. <u>9</u> , 10, 11, 12	50 per Sem.
				Earth science course stresses geology, conservation and oceanography. Rock and mineral identification as well as map work are included in laboratory work.			
Homewood-Flossmor			Yr. S.S. <u>9</u> -10	Yr. E. Sci. <u>9</u> -10			350 Geog. 60 E. Sci.
			World geography is required of all freshmen. Earth Science is elective instead of biology.				
Joliet Twp.			Yr. E.Sci. <u>11</u> -12	Yr. E.Sci. <u>9</u> Req. of all		Yr. E.Sci. <u>10</u>	800
			Earth Science is ninth grade science. No general science. World geography is recommended for College prep. Has earth science club.				
Kankakee		Sem.-Bus.Ed. <u>10</u> -11-12					30
La Grange			13 weeks-S.S. <u>9</u> req. of all				865
			Thirteen weeks of world geography required of all freshmen with emphasis on world relations.				
Leyden Twp.			Yr.-S.S. 10-12			Yr. S.S. 11	115





SCHOOL	COMMERCIAL	WORLD	EARTH-SCIENCE	PHYSICAL	ECONOMIC	TOTAL ENROLLED
Maine		Yr.-S.S. 9, 10, 11, 12	Yr.-S.S. 9, 10, 11, 12			210
Morton Twp.		Yr.-Bus.Ed. 11-12	Yr. Nat.Sci. 11-12		Yr.-Bus.Ed. 9-10	239 Nat.Sci. 346 Other
		Offers three full-year courses in geography and earth science. Has a new weather station in West Branch.				
Naperville		Yr.-S.S. 9				160
New Trier		Yr.-S.S. 10-11-12				100
		Has two different ability sections in world geography				
Oak Lawn		Yr.-S.S. 10-11-12				210
Palatine		Sem.-S.S. 10			Sem.-S.S. 12	150
		World geography is recommended for college prep. Has geography club.				
Proviso East	Sem.-Bus.Ed. 11-12	Sem.-S.S. 10			Sem.-S.S. 11-12	
Reavis		Yr.S.S. 9-11-12				403
Thornton Twp.		Yr.-S.S. 10-11-12				180

## KEY:

Yr = year  
Sem. = semester  
S.S. = Social Studies

10=year recommended  
Req. = required  
Nat. Sci. = Natural Science

11, 12 = other years offered  
Bus. Ed. = Business Education  
E. Sci. = DEarth Science









